

- Watt, J. H., & Welch, A. J. (1983). Effects of static and dynamic complexity on children's attention and recall of televised instruction. In J. Bryant & D. R. Anderson (Eds.), Children's understanding of television (pp. 69-102). New York: Academic Press.
Reviews research on the relationship between form complexity and children's visual attention and comprehension. SESAME STREET and MISTER ROGERS' NEIGHBORHOOD are contrasted in terms of their complexity and comprehension.
- Wright, J. C. & Huston, A. C. (1981). Children's understanding of the forms of television. In H. Kelly & H. Gardner (Eds.), Viewing children through television (pp. 73-88). San Francisco: Jossey-Bass.
Examines children's cognitive development in relation to the information processing skills used while viewing television.
- Wright, J. C., & Huston, A. C. (1983). A matter of form: Potentials of television for young viewers. American Psychologist, 38(1-2), 835-843.
Reviews research on the effects of TV's formal features on children's attention, comprehension, and social behavior.
- Wright, J. C., & Huston, A. C. (1984). The potentials of television for young viewers. In J. P. Murray & G. Salomon (Eds.), The future of children's television (pp. 65-80). Boys Town, NE: Boys Town.
Summarizes recent studies on the influences of television on children. The studies investigate television as a communicative symbol system--its forms and formats, its codes and conventions--and how it shapes and interacts with the child's growing cognitive and social competence.

VIEWING PATTERNS

This category lists research papers surveying the penetration of SESAME STREET among populations of children, the frequency of SESAME STREET viewing by children, and children's television program-watching habits.

Empirical Studies

Abbass, H. A. (1983). Evaluation of the TV programme IFTAH YA SIMSIM from the children's point of view. Unpublished doctoral dissertation, University of Wales, Aberystwyth, Wales.

See p.1 - EDUCATIONAL IMPACT.

Al-Hassan, M. S. A. (1986). The viewing habits of preschool Saudi children living in the United States watching SESAME STREET programs (Doctoral dissertation, Temple University). Dissertation Abstracts International, 47(03), 717A.

Examines the attitudes, viewing habits, and behaviors of preschool Saudi Arabian children in the U.S. toward SESAME STREET. Ninety-eight children and their parents were surveyed.

Al-Khulaifi, I. M. (1984). An investigation of the viewing behavior toward IFTAH YA SIMSIM by Kuwaiti kindergartners (Doctoral dissertation, Ohio State University). Dissertation Abstracts International, 46(01), 68A.

Delineates and explains the relationships between the viewing behavior of Kuwaiti kindergartners and developmental and environmental variables. Subjects were 318 kindergartners, their parents, and 78 teachers who were interviewed from seven kindergartens in four representative districts of Kuwait. Measurements included a recognition scale that tested the child's familiarity with program characters and attitude scales for parents and teachers.

Barcus, F. E. (1973). Concerned parents speak out on children's television. Newtonville, MA: Action for Children's Television.

Analyzes parent responses to a national survey of 1493 parents regarding the television viewing habits of their 2 to 11-year-old children.

Bertram, C. L., & MacDonald, R. (1971). A comparison of parents' attitudes toward AEL's AROUND THE BEND and other children's television programs. Charleston, WV: Appalachia Educational Lab. (ERIC Document Reproduction Service No. ED 060 672).

Investigates the comparative appeal of SESAME STREET to that of other children's programs. Three-hundred parents of 3 to 5-year-olds in Appalachia were surveyed.

Ellis, E. N., Reid, M. J., & Hoen, R. (July 1972). The impact of SESAME STREET on primary pupils in Vancouver (RR-72-16). Vancouver, British Columbia: Department of Planning and Evaluation. (ERIC Document Reproduction Service No. ED 077 988).

See p.6 - EDUCATIONAL IMPACT.

Filep, R., & et al. (1970). SESAME STREET: A survey of two cities: Viewing patterns in inner city Los Angeles and Chicago. El Segundo, CA: Institute for Educational Development.

A survey of 1,053 households in L.A. and 673 households in Chicago that examines viewing habits of inner-city children. Gathered data on the perceived value of the educational aspects of the program.

- Greene, S. (1970). SESAME STREET: Is the inner city watching? Unpublished doctoral dissertation, University of Pennsylvania, Philadelphia.
Survey conducted over a four-week period in 1970 to measure the penetration and attractiveness of SESAME STREET among 252 inner-city families.
- Huston, A. C., Wright, J. C., Eakins, D., Kerkman, D., Pinon, M., Rosenkoetter, L., & Truglio, R. (1985). Age change in SESAME STREET viewing: A report to Children's Television Workshop. Lawrence: University of Kansas, Center for Research on the Influence of Television on Children.
[Annotation not available].
- Huston, A. C., Wright, J. C., Rice, M. L., Kerkman, D., & St. Peters, M. (1987). The development of television viewing patterns in early childhood: A longitudinal investigation. Lawrence: University of Kansas, Center for Research on the Influence of Television on Children.
A two-year longitudinal investigation of developing television viewing patterns in children. Subjects were 271 children followed from ages 3 to 5 or 5 to 7. One-week diaries reporting all viewing by all family members were collected every six months.
- Ishii, T. (1978). NHK's programs for preschool children. Tokyo, Japan: NHK (Japan Broadcasting Corporation).
Random regional surveys that investigate the viewing patterns and the influence of educational programs on preschool children in Japan.
- Jordan, T. E. (1970). Discriminating characteristics of families watching SESAME STREET. Early developmental adversity program: Phase III. EDAP Technical Note 15. Washington, DC: Office of Education. (ERIC Document Reproduction Service No. ED 039 943).
Analyzes characteristics of families whose 3-year-olds did and did not watch SESAME STREET to examine what characteristics are associated with viewers and nonviewers.
- Kohnstamm, G. A., & Cammaer, H. (1976). SESAMSTRAAT: Preliminary results of a variety of studies on the reception of a 20-part series. Leiden, Netherlands & Leuven, Belgium: Universiteit Leiden & Universiteit Leuven.
An observational study that examines content and audience reception of an experimental series of 20 SESAMSTRAAT programs to advise producers on the 1977 continuation of the series. Subjects were Dutch and Flemish children, ages 3 to 6.
- Lemish, D. (1984). The "pampered" SESAME STREET viewer. Lawrence: University of Kansas, Department of Human Development.
Reports a longitudinal, ethnographic study of the development of babies' television viewing. Sixteen families with babies (6 1/2 months to 3 years) were observed while babies were viewing TV. Fourteen were exposed to SESAME STREET regularly.
- Lemish, D. (1987). Viewers in Diapers: The Early Development of Television Viewing. In Thomas R. Lindlof (Ed.), Natural Audiences: Qualitative Research of Media Uses and Effects. Norwood, NJ: Ablex Publishing Corporation.
Investigates the process through which babies become television consumers. Eight boys and eight girls ranging in age from 6.5 months to 29.5 months and their families participated in the study over an 8 month period. The 16 families were visited 4 or 5 times during that period for observation.

London Weekend Television. SESAME STREET: London I.T.V. area audience observation tables. (1972). London, England: Author.

Reports preliminary findings of audience observation studies containing tabulations of attention levels. Also discusses a parents' questionnaire including an analysis of preschool attendance, frequency of watching SESAME STREET, willingness to continue watching, incidence of pickup from program, and parents' suggested programs changes.

Lyle, J., & Hoffman, H. R. (1972). Explorations in patterns of television viewing by preschool-age children. In E. Rubinstein, G. A. Comstock & J. P. Murray (Eds.), Television and social behavior, Volume IV: Television in day-to-day life (pp. 257-273). Washington, DC: U.S. Government Printing Office.

See p.42 - ATTENTION, COMPREHENSION, AND MEMORY.

Lyle, J., & Hoffman, H. R. (1976). Television viewing by preschool-age children. In J. Brown (Ed.), Children and television (pp. 45-61). London: Collier Macmillan.

See p.42 - ATTENTION, COMPREHENSION, AND MEMORY.

Netherlands Broadcasting Foundation--Audience Research Service. (1976). Audience size and evaluation of SESAMSTRAAT and other children's programs. Hilversum, Netherlands: Author.

Surveys 241 Dutch mothers about their children's viewing of and reactions to SESAMSTRAAT, the Dutch version of SESAME STREET.

Pinon, M. F., Huston, A. C., & Wright, J. C. (1989). Family ecology and child characteristics that predict young children's educational television viewing. Child Development, 60(4), 846-856.

See p.59 - VIEWING ENVIRONMENT.

Prawat, D. M., & Prawat, R. S. (1975). Preschoolers' viewing behavior while watching two types of television fare. Perceptual and Motor Skills, 40(2), 575-582.

Compares preschoolers' verbal and nonverbal reactions while watching segments of SESAME STREET and THE PINK PANTHER to assess viewing preferences for the programming types. The subjects, eighteen 3- to 5-year-olds, were videotaped while watching the programs. Behaviors indicative of affective and cognitive involvement were also coded.

Reeves, B. F. (1971). The responses of children in six small viewing groups to SESAME STREET shows 261-274. New York, NY: Children's Television Workshop.

See p.43 - ATTENTION, COMPREHENSION AND MEMORY.

Research Communications, Ltd. (1989). A study of preschoolers' television viewing habits and preferences as reported by mothers. (Volumes I and II). Chestnut, MA: Author.

A three-part investigation mounted by the National Association of Public Television Stations Research Task Force to identify and examine the forces behind changes in preschool viewing patterns, and to determine how PTV can best respond to these shifting viewing patterns of its young audience.

Samuels, B. (1970). The first year of SESAME STREET: A summary of audience surveys (Vol. IV). New York, NY: Children's Television Workshop. (ERIC Document Reproduction Service No. ED 047 824).

Examines the relationship between frequency of viewing and SES. Includes a compilation of data from national ratings, special surveys conducted by CTW, and independently conducted surveys.

- Spaner, S. D. (1976). Covariates of SESAME STREET viewing by preschoolers.** Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 124 289).
Studies the discriminating power of nine variables between preschoolers who watch SESAME STREET regularly and preschoolers who do not watch. The nine variables were race, SES, number of siblings, child's birth order, maternal age, maternal anxiety, maternal intelligence, maternal education level, and maternal authoritarianism. The sample consisted of 372 three- and four-year-olds in St. Louis, MO.
- Vibbert, M. M., Jaglom, L., Gardner, H., & Wilder, P. G. (1980). "That's my favorite": A study of preschooler's television repertoires and preferences** (Tech. Rep. No. 20). Cambridge, MA: Harvard University, Harvard Project Zero.
Reports a longitudinal study on preschoolers' early television viewing repertoires and programming preferences. Used bi-weekly home visits and parental diaries of viewing patterns with 8 categories of program types, including SESAME STREET, as a distinct category. Observed three subjects from ages 2 to 5.
- Ward, S. (1970). SESAME STREET market research study.** Cambridge, MA: Marketing Science Institute.
Discusses results of a marketing research survey conducted in Charlottesville, VA to determine the viewership of SESAME STREET.
- Yankelovich, Daniel, Inc. (1970). A report of three studies on the role and penetration of SESAME STREET in ghetto communities (Bedford Stuyvesant, East Harlem, Chicago, and Washington, DC).** New York, NY: Author. (ERIC Document Reproduction Service No. ED 122 819).
Reports a survey of 1222 mothers in four communities, 3 Black and 1 Hispanic, to determine the extent to which SESAME STREET reaches disadvantaged preschoolers.
- Yankelovich, Daniel, Inc. (1970). A report of two studies on the role and penetration of SESAME STREET in ghetto communities.** New York, NY: Author.
Reports findings from a study on the penetration and perception of the educational value of SESAME STREET among Black and Hispanic mothers of preschoolers in Bedford Stuyvesant and East Harlem, NY. Conducted 500 interviews in Bedford Stuyvesant and 100 in East Harlem.
- Yankelovich, Daniel, Inc. (1971). A report of three studies on the role and penetration of SESAME STREET in ghetto communities (Bedford Stuyvesant, East Harlem, Chicago, and Washington, DC).** New York, NY: Author. (ERIC Document Reproduction Service No. 122 820).
Reports findings from a survey of 1222 mothers in inner-city communities determining the extent to which SESAME STREET reaches disadvantaged preschoolers and has become an accepted institution. A follow-up to a 1970 study.
- Yankelovich, Daniel, Inc. (1973). Results of the study on the role and penetration of SESAME STREET and THE ELECTRIC COMPANY in ghetto communities.** New York, NY: Author.
Reports findings from a 1973 study covering the performance of SESAME STREET and THE ELECTRIC COMPANY in Bedford Stuyvesant, East Harlem, and Chicago. Reports data on the penetration of SESAME STREET among preschool children, the frequency of viewing, program loyalty, Saturday viewing, viewing by older children, and mothers' assessment of the value of SESAME STREET.

Yankelovich, Skelly and White, Inc. (1978). A trend report on the role and penetration of SESAME STREET in ghetto communities (Bedford Stuyvesant, East Harlem, Chicago and Washington, DC). New York, NY: Author.

Reports findings from a study of the penetration of SESAME STREET among disadvantaged preschoolers in ghetto areas. Reports factual and attitudinal data about 2- to 5-year-olds' SESAME STREET viewing habits. Subjects were 97% Black and Hispanic, from Bedford Stuyvesant, NY, East Harlem, NY, Chicago, IL, and Washington, DC.

Yankelovich, Skelly, and White/Clancy, Shulman. (1989). The role of SESAME STREET among children in poverty. New York: Children's Television Workshop.

A continuation of the Yankelovich studies conducted through the 1970's exploring penetration and the role of SESAME STREET in low-income communities. It also sought to understand the role the show plays in children's lives within the context of the technological and sociological changes which have taken place in the 1980's.

VIEWING ENVIRONMENT

This category lists research papers discussing the effects of the viewing environment on cognitive gains made by children who view SESAME STREET. Studies on the effects of adult co-viewing and interaction, and school-viewing versus home-viewing are included.

Empirical Studies

Alexander, I. D. (1971). A report on the experimental showing of SESAME STREET, daily from March 29th to April 9th 1971, in the HTV region. Harlech, Wales: Harlech Television (HTV).

Investigates the impact of SESAME STREET in Great Britain. Surveyed mothers and teachers on the perceived educational value of SESAME STREET.

Anderson, D., Lorch, E., Field, D., Collins, P. & Nathan, J. (1986). Television viewing at home: Age trends in visual attention and time with TV. Child Development, 57, 1024-1033.

See p.36 - ATTENTION, COMPREHENSION, AND MEMORY.

Ball, L. A. (1974). Study of the effects of SESAME STREET and POLKA DOT DOOR on preschool children. Ontario, Canada: University of Guelph.

See p.1 - EDUCATIONAL IMPACT.

Ball, S., & Bogatz, G. A. (1970). Evaluating SESAME STREET. Educational Television, 2(5), 24-26.

See p.1 - EDUCATIONAL IMPACT.

Ball, S., & Bogatz, G. A. (1970). A summary of the major findings in "The First Year of SESAME STREET: An Evaluation". Princeton, NJ: Educational Testing Service.

See p.2 - EDUCATIONAL IMPACT.

Ball, S., & Bogatz, G. A. (1971). SESAME STREET summative research: Some implications for education and child development. Paper presented at the 79th Annual Meeting of the American Psychological Association, Washington, DC. Princeton, NJ: Educational Testing Service.

See p.2 - EDUCATIONAL IMPACT.

Ball, S., & Bogatz, G. A. (1972). Research on SESAME STREET: Some implications for compensatory education. Paper presented at the Second Annual Blumberg Symposium in Early Childhood Education. Baltimore, MD: Johns Hopkins Press.

See p.2 - EDUCATIONAL IMPACT.

Bertram, C. L., & MacDonald, R. (1971). A comparison of parents' attitudes toward AEL's AROUND THE BEND and other children's television programs. Charleston, WV: Appalachia Educational Lab.

See p.52 - VIEWING PATTERNS.

Bogatz, G. A., & Ball, S. (1971). The second year of SESAME STREET: A continuing evaluation (Vols. I & II). New York, NY: Children's Television Workshop.

See p.3 - EDUCATIONAL IMPACT.

Bogatz, G. A., & Ball, S. (1972). The impact of SESAME STREET on children's first school experiences. New York, NY: Children's Television Workshop.

See p.3 - EDUCATIONAL IMPACT.

- Bus, A. G., & Van IJzendoorn, M. H. (1988).** Mother-child interactions, attachment, and emergent literacy: A cross-sectional study. *Child Development*, 59, 1262-1272.
Describes the relations among mother-child interactions as they relate to written language, attachment security, and the child's performance on a number of emergent-literacy measures. Sixteen 1-1/2-year-olds, fifteen 3-1/2-year-olds, and fourteen 5-1/2-year-olds participated in the study. Each mother-child dyad read through 2 books (Dribble and Letterbook) and watched "Sesame Street" fragments about letters and words.
- Corder-Bolz, C. R., & O'Bryant, S. (1978).** Teacher vs. program. *Journal of Communication*, 28(1), 97-103.
Investigates the effect of family interactions involving TV content on preschool viewers' learning and attitudes, and whether learning occurs in connection with entertainment programs as well as with those designed to teach. Thirty-one white middle class children, ages 4-5, were observed watching television with family members and were personally interviewed.
- Dzama, M., & Gilstrap, R. L. (1985).** How parents prepare their children for a formal reading program. Paper presented at the 11th Annual Meeting of the Southeastern Regional Conference of the International Reading Association, Nashville, TN. (ERIC Document Reproduction Service No. ED 272 858).
Examines ways in which parents of preschoolers help their children prepare to learn to read. Surveyed 265 parents of preschoolers about the ways they interact with their children.
- Field, D. E. (1987).** Child and parent co-viewing of television: Its extent and its relationship to cognitive performance (Doctoral dissertation, University of Massachusetts). *Dissertation Abstracts International*, 48(09), 2799B.
Examines parent/child co-viewing by analyzing existing data from a home-viewing study of 330 families with five-year-old children from Springfield, MA. Measures SESAME STREET character recall and recognition, performance on the Peabody Picture Vocabulary Test, and home observation. Multiple regression analyses were performed to see which variables predict co-viewing. See Anderson, Field, Collins, Lorch, & Nathan (1985) in the RESEARCH METHODOLOGY section for the original study.
- Filep, R. T., Miller, G. R., & Gillette, P. T. (1971).** The SESAME mother project. Final report. El Segundo, CA: Institute for Educational Development. (ERIC Document Reproduction Service No. ED 055 676).
Reports on the SESAME Mother Project, a volunteer program designed to increase the effectiveness of SESAME STREET among preschool children in low-income, inner-city areas in Chicago and Los Angeles. Had 123 volunteer mothers conduct viewing sessions and follow-up activities in their homes with 413 3-to 5-year-olds. Used the ETS SESAME STREET Test Battery to measure cognitive and attitudinal impact.
- Fortner, R. W. (1985).** Relative effectiveness of classroom and documentary film presentations on marine mammals. *Journal of Research in Science Teaching*, 21(2), 115-126.
Assesses the knowledge and attitude changes resulting from home viewing of a Cousteau Society documentary on marine mammals. Compares results to SESAME STREET's impact on cognitive gains and vocabulary development in children.
- Landes, S. R. (1972).** Abbreviated version of the 1971-72 final evaluation report: Preschool for Urban Children Project. Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED 071 748).
Evaluates the impact of three approaches of parental involvement on children's cognitive

gains. Different methods of parental involvement were tested: parents in the school setting, parents with social work aide service, and parents involved in the home. Seventy-nine parent-child pairs participated.

Mintzberg, E. (1973). The educational effect of SESAME STREET on children in Israel. Jerusalem: The Hebrew University.
See p.10 - EDUCATIONAL IMPACT.

Pinon, M. F., Huston, A. C., & Wright, J. C. (1986, March). The family environment and child characteristics as predictors of SESAME STREET viewing. Paper presented at the Southwestern Society for Research in Human Development, San Antonio, TX.
[Annotation not available].

Pinon, M. F., Huston, A. C., & Wright, J. C. (1989). Family ecology and child characteristics that predict young children's educational television. Child Development, 60, 846-856.
Investigates how sociological variables (parents' education and occupational status), program access, family attributes (siblings, parental attitudes), and child characteristics influence children's viewing of SESAME STREET. The viewing patterns of 326 children were monitored from the ages of 3 to 5 and 5 to 7 respectively. Each family kept a diary of television viewed during five one-week periods over two years. Interviews and testing sessions were conducted before and after the two year period.

Pinon, M. F., Huston, A. C., & Wright, J. C. (1989). Who watches children's educational television and why. Lawrence, University of Kansas, Center for Research in Television and Children.
See Pinon, Huston, Wright (1989) above.

Reiser, R. A., Tessmer, M. A., & Phelps, P. C. (1984). Adult-child interaction in children's learning from SESAME STREET. Educational Communication and Technology Journal, 32(4), 217-223.
Examines whether preschoolers' learning from SESAME STREET could be improved by having adults ask the children questions and provide feedback during viewing. Subjects were 23 middle-class 3- to 4-year-olds from Tallahassee, FL. They were randomly assigned to one of two conditions: (1) the experimental group where children watched with an adult and were asked questions and given feedback from the adult, and (2) the control group where subjects watched in the presence of an adult but without interaction.

Reiser, R. A., Williamson, N., & Suzuki, K. (1988). Using SESAME STREET to facilitate children's recognition of letters and numbers. Educational Communication and Technology, 36(1), 15-21.
Examines how adults who watch SESAME STREET with children facilitate their recognition of letters and numbers presented on the show. Ninety-five preschoolers were pre- and post-tested to assess ability to name and identify numbers and letters.

Rice, M. L., Huston, A. C., Truglio, R.T., Wright, J.C. (1990). Words from SESAME STREET: Learning Vocabulary While Viewing. Developmental Psychology, 26(3), 421-428.
See p.12 - EDUCATIONAL IMPACT.

Ruopp, R. R. (1970, November). A study in child care: "A small U. N." (Day Care Programs Reprint Series). Washington, DC: Office of Economic Opportunity, National Center for Educational Communication (DHEW/OE). (ERIC Document Reproduction Service No. ED 051 904).
Evaluates the Central City Head Start Day Care Center in Salt Lake City, Utah. SESAME STREET is part of the everyday curriculum.

Ruopp, R. R., & O'Farrell, B. (1970, November). A study in child care: "More than just baby-sitting" (Day Care Programs Reprint Series). Washington, D.C.: National Center for Educational Communication (DHEW/OE). (ERIC Document Reproduction Service No. ED 051 905).

A case study that evaluates the Casper Day care Center in Casper, Wyoming where SESAME STREET is part of the program. The program is designed to facilitate the association of handicapped children with normal children.

Sagan, E. L., & Smith, C. L. (1975). For SESAME STREET--a role in teacher education. Elementary School Journal, 75(8), 485-489.

A field experiment in which elementary teacher candidates watched SESAME STREET with disadvantaged preschoolers and directed follow-up and reinforcement activities.

Salomon, G. (1973). Effects of encouraging Israeli mothers to co-observe SESAME STREET with their 5-year-olds. Jerusalem, Israel: Hebrew University of Jerusalem. (ERIC Document Reproduction Service No. ED 086 174).

Examines the effects of encouraging Israeli mothers to co-observe SESAME STREET with their 5-year-olds on learning. Ninety-three Israeli children and their mothers participated in the study over a period of four months. They were divided into two groups: those that were encouraged to view, and those that were not.

Salomon, G. (1977). Effects of encouraging Israeli mothers to co-observe SESAME STREET with their five-year-olds. Child Development, 48(3), 1146-1151. (ERIC Document Reproduction Service No. EJ 168 301).

See Salomon (1977) above.

Sprigle, H. A. (1972). Who wants to live on SESAME STREET? Young Children, 28(2), 91-109. (ERIC Document Reproduction Service No. EJ 071 399).

See p.14 - EDUCATIONAL IMPACT.

Stoneman, Z., & Brody, G. H. (1982). An in-home investigation of maternal teaching strategies during SESAME STREET and a popular situation comedy. Journal of Applied Developmental Psychology, 3, 275-284.

Examines in-home maternal teaching strategies while viewing an educational program (SESAME STREET) and an entertainment program (a situation comedy). Fourteen mothers and their preschool children tape-recorded their conversations while jointly viewing the two television programs.

Will, E. E. (1975). Interim report. Effects of co-viewing teachers' sanctions upon the modeling of televised cooperation: A pilot study. New York, NY: Children's Television Workshop.

Examines the impact of feedback comments by co-viewing day nursery school teachers upon children's modeling and recognition of the cooperative strategies displayed in selected CTW social goal videotapes. Subjects were thirty-four children, ages 42 to 79 months.

Yankelovich, Daniel, Inc. (1970). A report of three studies on the role and penetration of SESAME STREET in ghetto communities (Bedford Stuyvesant, East Harlem, Chicago, and Washington, DC). New York, NY: Author.

See p.55 - VIEWING PATTERNS.

Yankelovich, Daniel, Inc. (1970). A report of two studies on the role and penetration of SESAME STREET in ghetto communities. New York, NY: Author.

See p.55 - VIEWING PATTERNS.

- Yankelovich, Daniel, Inc. (1971). A report of three studies on the role and penetration of SESAME STREET in ghetto communities (Bedford Stuyvesant, East Harlem, Chicago, and Washington, DC). New York, NY: Author.
See p.55 - VIEWING PATTERNS.
- Yankelovich, Daniel, Inc. (1973). Results of the study on the role and penetration of SESAME STREET and the Electric Company in ghetto communities. New York, NY: Children's Television Workshop.
See p.55 - VIEWING PATTERNS.
- Yankelovich, Skelly and White, Inc. (1978). A trend report on the role and penetration of SESAME STREET in ghetto communities (Bedford Stuyvesant, East Harlem, Chicago and Washington, DC). New York, NY: Author.
See p.56 - VIEWING PATTERNS.
- Yankelovich, Skelly, and White/Clancy, Shulman. (1989). The role of SESAME STREET among children in poverty. New York: Children's Television Workshop.
See p.56 - VIEWING PATTERNS.

Literature Reviews

- Chu, G. C., & Schramm, W. (1979). Learning from TV: What the research says. Washington, DC: National Association of Educational Broadcasters.
Reviews research on instructional television since 1967. Discusses instructional television with regard to pupils, schools, attitudes, diffusion, and other media. Also reviews research on SESAME STREET, CARRASCOLENDAS, and the Appalachian Preschool Education Program.
- Cook, T. D., & Conner, R. F. (1976). The Educational Impact. Journal of Communication, 26(2), 155-164.
See p.17 - EDUCATIONAL IMPACT.
- Johnston, J. (1987). Video: Broadcast television and videocassettes. In J. Johnston (Ed.), Electronic learning: From audiotape to videodisc (pp. 41-55). Hillsdale, NJ: Lawrence Erlbaum Associates.
See p.19 - EDUCATIONAL IMPACT.
- Leibowitz, A. (1977). Parental inputs and children's achievement. The Journal of Human Resources, 12(2), 242-251.
Examines parental factors that impact children's verbal development. Discusses data from ETS evaluations.
- McLeod, J. M., Fitzpatrick, M. A., Glynn, C. A., & Fallis, S. F. (1982). Television and social relations: Family influences and consequences for Interpersonal Behavior. In D. Pearl, L. Bouthilet, & J. Lazar (Eds.), Television and behavior: Ten years of scientific progress and implications for the eighties. Washington, DC: U.S. Department of Health and Human Services.
Reviews studies concerning the role of parental influence in mediating the impact of television.

Rice, M. L. (1984). Television language and child language. In J. P. Murray, & G. Salomon (Eds.), The future of children's television (pp. 53-58). Boys Town, NE: Boys Town.
See p.22 - EDUCATIONAL IMPACT.

Williams, T. M. (1981). How and what do children learn from television? Human Communication Research, 7(2), 180-192.
See p.23 - EDUCATIONAL IMPACT.

MEDIA PORTRAYAL: GENDER AND ETHNICITY

These research papers discuss the portrayal of gender and racial stereotypes on television, and its effect on children's attitudes toward gender and racial differences.

Empirical Studies

- Cantor, M. (1977). Women and public broadcasting. Journal of Communication, 27(1), 14-19.
Investigates how women are portrayed on public television. Analyzes the female characters on children's shows such as SESAME STREET and THE ELECTRIC COMPANY.
- Cathey-Calbert, C. (undated). Sexism on SESAME STREET: Outdated concepts in a "progressive" program. Pittsburgh, PA: KNOW, Inc. (ERIC Document Reproduction Service No. ED 168 683).
A content analysis that investigates sex-role stereotypes on 34 randomly chosen scenes of SESAME STREET.
- Cobb, N. J., Stevens-Long, J., & Goldstein, S. (1982). The influence of televised models on toy preference in children. Sex Roles, 8(10), 1075-1080.
See p.25 - SOCIAL AND EMOTIONAL DEVELOPMENT.
- Dohrmann, R. (1975). A gender profile of children's educational television. Journal of Communication, 25, 56-65.
Analyzes the breakdown by gender of characters on children's television programming. A random sample of two episodes each of SESAME STREET, THE ELECTRIC COMPANY, MISTER ROGERS' NEIGHBORHOOD, and CAPTAIN KANGAROO were coded in 1974.
- Flores, B. (1974). The observation and testing report on the SESAME STREET program. Los Angeles, CA: California University Chicano Studies Center.
See p.6 - EDUCATIONAL IMPACT.
- Goldberg, M. E., & Gorn, G. J. (1974). Television's impact: Changing children's attitudes in a prosocial direction. Montreal, Canada: McGill University, Behavioral Science - Marketing Research Unit.
See p.25 - SOCIAL AND EMOTIONAL DEVELOPMENT.
- Goldberg, M. E., & Gorn, G. J. (1979). Television's impact on preferences for nonwhite playmates: Canadian SESAME STREET inserts. Journal of Broadcasting, 23(1), 27-32.
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A content analysis of male and female language differences in children's television program dialogue. Children's TV programs examined included SESAME STREET, MR. ROGERS' NEIGHBORHOOD, VILLA ALEGRE, action programs, comedy/adventure programs, and commercials.

O'Donnell, T. H. (1977). **Males and females: Their numbers on SESAME STREET.** New York, NY: Children's Television Workshop.

A content analysis of the number of different male and female characters on SESAME STREET, the number of different males and females referred to in each segment, and the number of objects which are personified by male or female voices.

Sbechtman, S. A. (1978). **Occupational portrayal of men and women on the most frequently mentioned television shows for preschool children.** Murray, KY: Department of Child Studies, Murray State University. (ERIC Document Reproduction Service No. ED 174 356).

A content analysis of the distribution of male/female occupational portrayals on the six most frequently mentioned television shows by preschool children: SESAME STREET, BUGS BUNNY, ROADRUNNER, BATMAN, THE FLINTSTONES, and HAPPY DAYS.

Stevens-Long, J., Cobb, N. J., & Goldstein, S. (1980). **The influence of televised models on toy preference in children.** Paper presented at the 88th Annual Convention of the American Psychological Association, Montreal, Quebec, Canada.

See p.28 - SOCIAL AND EMOTIONAL BEHAVIOR.

Literature Reviews

Arias, M. B. (1982). **Educational television: Impact on the socialization of the Hispanic child.** In G. L. Berry & C. Mitchell-Kernan (Eds.), Television and the socialization of the minority child (pp. 203-211). New York: Academic Press.

See p.28 - SOCIAL AND EMOTIONAL DEVELOPMENT.

Barcus, F. E. (1983). **Images of life on children's television: Sex-roles, minorities, and families** (pp.19-32). New York: Praeger.

Discusses research on the effects of televised sex-role portrayals on learning and social behavior. Specifically discusses occupational portrayals based on gender.

Busby, L. J. (1975). **Sex-role research on the mass media.** Journal of Communication, 25(4), 107-131.

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Calvert, S. L., & Huston, A. C. (1987). **Television and children's gender schemata.** In L. Liben & M. Signorella (Eds.), Children's gender schemata: Origins and implications. San Francisco: Jossey Bass.

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See p.29 - SOCIAL AND EMOTIONAL DEVELOPMENT.
- Greenberg, B. S., & Atkin, C. K. (1982). Learning about minorities from television: A research agenda. In G. L. Berry & C. Mitchell-Kernan (Eds.), Television and the socialization of the minority child (pp. 215-243). New York: Academic Press.
Reviews research on the television portrayal of minorities that help shape the beliefs and expectations of both minority and non-minority children. Discusses the impact of television portrayals of minorities on the self-concept and race-related expectations of minority children.
- Morris, J. S. (1982). Television portrayal and the socialization of the American Indian child. In G. L. Berry & C. Mitchell-Kernan (Eds.), Television and the socialization of the minority child (pp. 187-202). New York: Academic Press.
Examines research on the effects of television as it relates to the television portrayal of American Indians. Discusses studies using SESAME STREET segments featuring ethnically different children.

INTERNATIONAL RESEARCH

This category lists only English language documents pertaining to international research on SESAME STREET. A bibliography of international literature on SESAME STREET, including foreign language documents, is provided in International Adaptations of SESAME STREET: Description and Evaluation, by Levelt and Lesser (1988), cited in the General section at the end of this category. Research papers are cited in sub-categories by country.

Arabic Countries

Abbass, H. A. (1983). Evaluation of the TV programme IFTAH YA SIMSIM from the children's point of view. University of Wales, Aberystwyth, Wales.
See p.1 - EDUCATIONAL IMPACT.

Adwan, N. (1978). A report on the educational seminar of IFTAH YA SIMSIM programme. Baghdad, Iraq: Arab Centre for Audience Research.
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Al-Hassan, M. S. A. (1986). The viewing habits of preschool Saudi children living in the United States watching SESAME STREET programs (Doctoral dissertation, Temple University). Dissertation Abstracts International, 47(03), 717A.
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Al-Khulaifi, I. M. (1984). An investigation of the viewing behavior toward IFTAH YA SIMSIM by Kuwaiti kindergartners (Doctoral dissertation, Ohio State University). Dissertation Abstracts International, 46(01), 68A.
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Al-Safi, J. (1982). A study on IFTAH YA SIMSIM programme: A report to the Ministry of Education. Baghdad, Iraq: Educational Television Directory.
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Arabian Gulf States Joint Programme Production Institution (AGSJPPI). (1978, March). A special report on studying children's appeal and responses to the segments of the research reel (Nos. 3,10,11,12,13A). Papers presented at the IFTAH YA SIMSIM Seminar held in Kuwait.
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Palmer, E. L. (1979). Linguistic innovation in the Arabic adaptation of SESAME STREET. In J. E. Alatis & G. R. Tucker (Eds.), Georgetown University Round Table on Languages and Linguistics (pp. 287-294). Washington, DC: Georgetown University Press.
Analyzes the language choices involved in the production of IFTAH YA SIMSIM, the original Arabic version of SESAME STREET developed in 1979.

Ridha, M. J. (1978). IFTAH YA SIMSIM: Highlights of research findings. Paper presented at the International Conference on Adaptations of SESAME STREET, Amsterdam, Netherlands.

See p.12 - EDUCATIONAL IMPACT.

Tracy, W. (1980). SESAME opens! Educational Broadcasting International, 13(1), 14-16. *Traces the history and production of IFTAH YA SIMSIM, the Arabic equivalent of SESAME STREET.*

Australia

Australian Broadcasting Corporation. (undated). SESAME STREET: An ABC research interim report. Sydney: Author.

See p.1 - EDUCATIONAL IMPACT.

Gaffney, M. (Ed). (1981). What kids learn from the screen. Young Viewers Magazine, 4(1), 1-17. (ERIC Document Reproduction Service ED 241 005).

A series of 4 articles comparing and contrasting SESAME STREET to its Australian counterpart PLAY SCHOOL. Examines the curriculum objectives, research, format, and impact of both programs on preschool viewers.

Lemercier, K. I., & Teasdale, G. R. (1973). SESAME STREET: Some effects of a television programme on the cognitive skills of young children from lower SES backgrounds. Australian Psychologist, 8(1), 47-51.

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Murray, J. P. (1978). Children's understanding of television: An international review of formative and evaluative research. New South Wales, Australia: Macquarie University, School of Behavioral Sciences.

See p.49 - ATTENTION, COMPREHENSION, AND MEMORY.

Tregoning, J. (1986). The effects of television on children. Foundation for child and youth studies (No. 47). Kensington, Australia: Foundation for Child and Youth Studies.

See p.23 - EDUCATIONAL IMPACT.

Canada

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See p.38 - ATTENTION, COMPREHENSION, AND MEMORY.

Bouchard, A. E. (1978). Some hypotheses from the graph distractor: Second phase-show 808. A final report of research on some Canadian television segments. Outremont, Quebec: Communications ABC, Inc.

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Ellis, E. N., Reid, M. J., & Hoen, R. (1972). The impact of SESAME STREET on primary pupils in Vancouver (RR-72-16). Vancouver, British Columbia: Department of Planning and Evaluation.

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- Heroux, L. (1980). Six CBC produced SESAME STREET segments: An experiment assessing their motivational and cognitive effects. Montreal, Quebec: McGill University.
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- Lewis, R. F. (1983). Using Canadian SESAME STREET segments in elementary classrooms to teach French. Programmed Learning and Educational Technology, 20(3), 190-196.
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- Toohey, R. (1972). SESAME STREET: A case study with three- and six-year-olds. Montreal, Quebec: George Williams University.
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Federal Republic of Germany

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See p.20 - EDUCATIONAL IMPACT.
- Kob, J., & Berghaus, M. (1978). The SESAMSTRASSE research: SESAME STREET in the Federal Republic of Germany. In W. H. Holzmann, & J. Reyes-Lagunes (Eds.), Effects of educational television. Paris: UNESCO: Educational studies and documents.
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- Pawlik, K., Kob, J., & Berghaus, M. (1981). Educational television research in the Federal Republic of Germany. In W. H. Holtzman & I. Reyes-Lagunes (Eds.), Impact of educational television on young children (Educational Studies and Documents, 40), (pp. 34-38). Paris, France: UNESCO.
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Great Britain

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Israel

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Jamaica

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Lasker, H. M. (1974). The Jamaican project: Final report. Cambridge, MA: Harvard University Center for Research in Children's Television.
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Japan

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- Imaizumi, S. (1980). English language education and broadcasting in Japan. Tokyo, Japan: NHK (Japan Broadcasting Corporation), Radio and Television Culture Research Institute.
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- Usami, S. (1982). A brief analysis of the English used on the American children's program SESAME STREET. Tokyo, Japan: NHK Radio and Television Culture Research Institute.
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- Yamamoto, T. (1976). The Japanese experience. Journal of Communication, 26(2), 136-137.
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Korea

- Kim, C. Y. (1984). study of the feasibility of adapting SESAME STREET for Korean preschool education (Television, technology transfer, international education) (Doctoral dissertation, Columbia University Teachers College). Dissertation Abstracts International, 45 (02), 399A.
Examines the feasibility of adapting SESAME STREET to the Korean preschool educational setting. Educational policymakers, professors, teachers, and researchers in early childhood education rated the importance of SESAME STREET's instructional objectives and characteristics of the program.

Latin America

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Diaz-Guerrero, R. (1971). Interpretive report: The first PLAZA SESAMO research study. Mexico City: National University of Mexico, Centro de Investigaciones Psicopedagógicas.
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Diaz-Guerrero, R. (1973). An evaluation of the first season of Plaza Sesamo, an educational television program for preschool children in Mexico. Mexico City: National University of Mexico, Centro de Investigaciones Psicopedagógicas.
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Diaz-Guerrero, R. (1973). Educational television for preschool children in Mexico: A systematic and experimental summative study of PLAZA SESAMO. Mexico City: National University of Mexico, Centro de Investigaciones Psicopedagógicas.
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Diaz-Guerrero, R., & Holtzman, W. H. (1974). Learning from televised PLAZA SESAMO. Journal of Educational Psychology, 66(5), 632-643.
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Questions whether the spoken Spanish, music, and scenes of PLAZA SESAMO adequately reflect regional differences throughout Latin America.

Mayo, J. K., Oliveira, J. B. A., Rogers, E. M., Guimaraes, S. D. P., & Morett, F. (1984). The transfer of SESAME STREET to Latin America. Communication Research, 11(2), 259-280.
Discusses the coproduction of PLAZA SESAMO and VILA SESAMO in Mexico and Brazil.

Oliveira, J. B. A., Guimaraes, S. D. P. (1981). SESAME STREET in Brazil: A study of technology transfer. Brasilia: UNESCO.
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Pearson, S. R. (1978). PLAZA SESAMO and Spanish language learning. New York, NY: Children's Television Workshop.
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Stinehart, K. (1987). Similarities and differences in distance education in Mexico and the U.S.

Discusses the use of communications technologies for distance education in Mexico and the United States.

Williams, F., & Natalicio, D. S. (1972). Evaluating CARRASCOLENDAS: A television series for Mexican-American children. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois. Austin, TX: University of Texas Center for Communication Research. (ERIC Document Reproduction Service No. ED 062 637).

Summarizes the development of CARRASCOLENDAS, an educational TV series for bilingual Mexican-American children. Discusses SESAME STREET and its impact on Mexican-Americans.

The Netherlands

Kohnstamm, G. A., & Cammaer, H. (1976). SESAMSTRAAT: Preliminary results of a variety of studies on the reception of a 20-part series. Leiden, Netherlands & Leuven, Belgium: Universiteit Leiden, Universiteit Leuven.

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Levelt, P., & Lesser, G. (1988). International Adaptations of SESAME STREET: Description and Evaluation [Interim document]. New York, NY: Children's Television Workshop.

See Levelt & Lesser (1988) in the General section of the INTERNATIONAL category listed below.

Netherlands Broadcasting Foundation--Audience Research Service. (1976). Audience size and evaluation of SESAMSTRAAT and other children's programs. Hilversum, The Netherlands: Author.

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Sweden

Filipson, L. (1973). SESAME STREET in Sweden: A study of the pilot programme SESAM. Stockholm, Sweden: Swedish Broadcasting Corporation, Audience and Programme Research Department.

See p.39 - ATTENTION, COMPREHENSION, AND MEMORY.

Rydin, I. (1983). How children understand television and learn from it: A Swedish perspective. In M. Meyer (Ed.), Children and the formal features of television (pp. 166-187). Munich: K. G. Saur.

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Rydin, I., & Schyller, I. (1977). Current trends in research on children and television at the audience and programme research department, the Swedish Broadcasting Corporation. Paper presented at the International Communication Association Conference, Berlin.

Report of research on the impact of radio and television on Swedish society, particularly as it relates to children.

General

This category lists general references discussing the adaptation of SESAME STREET to other countries.

Baggaley, J., & Janega, P. (Eds). (1982). Experimental research in TV instruction. Proceedings of the 5th International Conference, St. John's, Newfoundland. Montreal, Quebec: Concordia University.

Evaluates the effectiveness of instructional technology with regard to the international scene, health education, and other varied topics.

Baggaley, J., & Sharpe, J. (Eds). (1979, June). Experimental research in TV instruction. Proceedings of the 2nd International Conference, St. John's, Newfoundland. Montreal, Quebec: Concordia University.

A collection of 12 conference papers covering a variety of topics including SESAME STREET research.

Children's Television Workshop. (1978). International Conference on Adaptations of SESAME STREET, Amsterdam, Netherlands. New York: Author.

Report on the International Conference on Adaptations of SESAME STREET co-hosted by the Netherlands Broadcasting System and Children's Television Workshop held in Amsterdam in May 1978.

Fleiss, D., & Ambrosino, L. (1971). An international comparison of children's television programming. Washington, DC: National Citizens Committee for Broadcasting.

Report of an internationally comparative study of children's television programming in order to provide a yardstick against which the performance of American commercial television can be judged.

Goldsen, R.K. (1976). Literacy without books: The case of SESAME STREET. In R. F. Arnove (Ed.), Educational Television: A Policy Critique and Guide for Developing Countries (pp. 203-222). New York: Praeger.

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Levelt, P., & Lesser, G. (1988). International Adaptations of SESAME STREET: Description and Evaluation [Interim document]. New York, NY: Children's Television Workshop.

Details the process of adapting SESAME STREET to other countries. Discusses specific issues in the formulation of curriculum goals for a foreign adaptation. Also discusses methods of formative and summative research. Uses particular examples of international productions such as SESAMSTRAAT and IFTAH YA SIMSIM to illustrate applications of the CTW model. Important reference work for those interested in importing SESAME STREET to their country. Contains a bibliography of international citations, including foreign language references.

Palmer, E. L., Chen, M., & Lesser, G. S. (1976). Answering requests for SESAME STREET abroad: Patterns of international adaptation. New York, NY: Children's Television Workshop.

Discusses the history of SESAME STREET in the United States and its adaptations for international use.

- Palmer, E. L., Chen, M., & Lesser, G. S. (1976). SESAME STREET: Patterns of international adaptation. Journal of Communication, 26(2), 108-123.**
An analysis of the history, economics, cultural politics, and research directions of international adaptations of SESAME STREET.
- Roucagliolo, R., & Janus, N. Z. (1984). Transnational advertising and education in the developing countries. In Media Education(pp. 361-375). Paris, France: UNESCO.**
Chapter section discussing advertising's impact on education. Cites SESAME STREET and THE ELECTRIC COMPANY as examples of educational programs that have been influenced by advertising forms and styles.